

AZCSP 2022-26 Application Evaluation Criteria

It is the evaluation criteria for reviewers to score the application. It may also serve as a guide for applicants to assist in meeting the expectations of the application.

Special attention should be paid to the bolded words within the scoring area. Each scorer will make the determination as to whether the information:

4 - Exceeds the expectation – the application has provided all the requested elements and additional elaboration is included.

3 - Meets the expectation – the application has provided all of the requested elements.

2 - Approaches the expectation – the application may include some the requested elements.

1 - Falls below the expectation – the application may include few of the requested elements.

A.	ESEA Part C 4303 Compliance - 10 points	Rating Description
1	<p>A description of how school governance is prepared to continue to operate once the subgrant funds are no longer available. (1 point)</p> <p><i>ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(vi)(II)</i></p>	<p>4) E - The applicant has provided detailed summary of how they will support new or expanded charter school after the grant ends. The summary will include a multi-year financial and operating model for the schools. The level of support by the applicant is reasonable and sufficient. Applicant has provided documentation of commitment from other entities for continued support.</p> <p>3) M - The applicant has provided some information as to how they will support new or expanded charter school after the grant ends. There is a basic plan to ensure strong financial support and the level of support seems reasonable and sufficient.</p> <p>2) A - The applicant has provided minimal information as to how the new or expanded school will be supported after the funding ends. There is no specific information about how the applicant will maintain strong academic achievement or ensure fiscal and operational compliance. The level of support raises concern that the project could not be maintained.</p> <p>1) F - The applicant has provided little to no information as to how the new or expanded school will be supported after the funding ends.</p>

<p>2</p>	<p>A description of how the eligible applicant will support recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students including foster youth and unaccompanied homeless youth.</p> <p>(2 points)</p> <p><i>ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(I)</i></p>	<p>4) E - The applicant has provided a detailed, clear plan to recruit, enroll, and effectively serve educationally disadvantaged students. The plan includes marketing strategies, activities, and outreach that targets educationally disadvantaged families to enroll in the school. The applicant explains in detail how they will ensure that all disadvantaged students will receive the services they need to receive a free appropriate public education.</p> <p>3) M - The applicant has provided an adequate plan to recruit, enroll, and serve educationally disadvantaged students, including enrollment targets. Some details are provided about activities or recruitment tactics that the applicant will deploy to engage with the community and enroll disadvantaged students. The applicant discusses how the school will ensure services are provided for all students in need.</p> <p>2) A - The applicant has provided a basic plan to recruit educationally disadvantaged students. The plan does not include any specific tactics or activities to reach out to families with educationally disadvantaged students. The applicant briefly mentions how they will ensure services will be provided to students.</p> <p>1) F - The applicant has provided little to no information about how to recruit educationally disadvantaged students.</p>
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<p>3</p>	<p>A description of how the eligible applicant will support all students once they are enrolled to promote retention and reduce the overuse of discipline practices. (1 point) <i>ESEA Title IV, Part C, Sec. 4303(f)(1)(A)(viii)(II)</i></p>	<p>4) E - The applicant has provided a detailed, clear plan to support all students once they are enrolled. The plan includes many strategies and activities to promote retention and reduce the overuse of discipline practices. The applicant explains in detail how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>3) M -The applicant has provided an adequate plan to support all students once they are enrolled. The plan includes some strategies and activities to promote retention and reduce the overuse of discipline practices. Some details are provided explaining how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>2) A - The applicant has provided a basic plan to support all students once they are enrolled. The plan includes few strategies and activities to promote retention and reduce the overuse of discipline practices. Limited to no details are provided explaining how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>1) F - The applicant has provided little to no information about how to support students once they are enrolled.</p>
<p>4</p>	<p>A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under AZCSP. (2 points) <i>ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(VI)</i></p>	<p>4) E - The applicant has provided a detailed, clear plan to effectively engage parent, family, and community. The plan includes many strategies and activities, explaining in detail how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>3) M - The applicant has provided an adequate plan to engage parent, family, and community. The plan includes some strategies and activities with some details explaining how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>2) A - The applicant has provided a basic plan to engage parent, family, and community. The plan includes few strategies and activities with limited to no details explaining how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>1) F - The applicant has provided little to no information about how to engage parent, family, and community.</p>

5	<p>A description of the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.</p> <p>(1 point)</p> <p><i>ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(I)</i></p>	<p>4) E - The applicant has clearly stated with detailed information about the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.</p> <p>3) M - The applicant has provided adequate information about the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.</p> <p>2) A - The applicant has provided basic information about the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.</p> <p>1) F - The applicant has provided little to no information about the roles and responsibilities of eligible applicants, partner organizations, and charter management organizations, including the administrative and contractual roles and responsibilities of such partners.</p>
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<p>6</p>	<p>A description of how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation of each charter school that will receive funds under AZCSP.</p> <p>(1 point)</p> <p><i>ESEA Title IV, Part C, Sec. 4303(f)(1)(C)(i)(IV)</i></p>	<p>4) E - The applicant has provided a detailed, clear plan to solicit and consider input from parents and other members of the community on the implementation and operation of charter school. The plan includes many strategies and activities explaining in detail how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>3) M - The applicant has provided an adequate plan to solicit and consider input from parents and other members of the community on the implementation and operation of charter school. The plan includes some strategies and activities with some details explaining how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>2) A - The applicant has provided a basic plan to solicit and consider input from parents and other members of the community on the implementation and operation of charter school. The plan includes few strategies and activities with limited to no details explaining how the strategies and activities are to be implemented, monitored, and evaluated.</p> <p>1) F - The applicant has provided little to no information about how to solicit and consider input from parents and other members of the community on the implementation and operation of charter school.</p>
<p>7</p>	<p>A description of how the eligible applicant will consider and plan for the transportation needs of the school's students. (1 point)</p> <p><i>ESEA Title IV, Part C, Sec. 4303 (f)(1)(E)</i></p>	<p>4) E - The applicant has provided a detailed, clear plan to meet the transportation needs of the school's students.</p> <p>3) M - The applicant has provided an adequate plan to meet the transportation needs of the school's students.</p> <p>2) A - The applicant has provided a basic plan to meet the transportation needs of the school's students.</p> <p>1) F - The applicant has provided little to no information about how to meet the transportation needs of the school's students.</p>

8	<p>A description of the administrative relationship between the charter school and the authorized public chartering agency, including how the school's performance in the State's accountability system and impact on student achievement will be one of the most important factors for renewal or revocation of the school's charter, and how the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. (1 point)</p> <p><i>ESEA Title IV, Part C, Sec. 4303 (f)(1)(C)(i)(II)</i></p>	<p>4) E - The applicant has provided responses demonstrating a clear understanding of the criterion requirements. The response not only addresses all of the factors but also demonstrates alignment between what is proposed, how it will be carried out, and subsequent impact.</p> <p>3) M - The applicant has provided responses demonstrating an understanding of the criterion requirements. The response addresses all of the factors and demonstrates some alignment between what is proposed, how it will be carried out, and subsequent impact.</p> <p>2) A - The applicant has provided responses demonstrating a partial understanding of the criterion requirements. The response may address all of the factors but has provided inadequate and at times inconsistent information with regard to what is proposed, how it will be carried out, and subsequent impact.</p> <p>1) F - The applicant has provided responses demonstrating minimal understanding of the criterion requirements. The response does not address all of the factors and/or demonstrates poor alignment between what is proposed, how it will be carried out, and subsequent impact.</p>
B.	Abstract - Non-Scoring Section	N/A
C.	Charter Entity Founders - 40 points	Rating Description
1	Provide a clear and concise mission statement aligned with the needs of educationally disadvantaged students. (Non-Scoring)	N/A
2	Describe the background of the applicant's founders and school leaders and their past experience to support the successful planning and implementation of the school. 2 CFR §200.205 (Non-Scoring)	N/A

3	Participate in a Capacity Interview. (15 Points)	<p>4) E - The applicant has provided responses that were coherent, consistent, and cogent, including many (75% and above) examples of leadership in sustainable and effective governance and community partnership for improved student achievement at all levels in the organization; the applicant has demonstrated strong capacity and capability in building capacity of others to be instructional leaders.</p> <p>3) M - The applicant has provided responses that were coherent, consistent, and cogent (two of the three), including multiple (50-74%) examples of leadership in sustainable or effective governance and community partnership for improved student achievement at all levels in the organization; the applicant has demonstrated adequate capacity and capability in building capacity of others to be instructional leaders.</p> <p>2) A - The applicant has provided responses that were coherent, consistent, and cogent (one of the three), including some (25-49%) examples of leadership in sustainable or effective governance and community partnership for improved student achievement at all levels in the organization; the applicant has demonstrated capacity and capability in building capacity of others to be instructional leaders.</p> <p>1) F - The applicant has provided responses including few (24% or below) examples of leadership in governance and community partnership for improved student achievement in the organization; the applicant has demonstrated limited capacity and capability in building capacity of others to be instructional leaders.</p>
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4	<p>Using the most recent data available, select the appropriate option below to demonstrate the quality of the applicant serving educationally disadvantaged students. 2 CFR §200.331 (b)(1) (15 Points) - Option A & B</p>	<p>4) E - The applicant provided evidence that at least 75% of disadvantaged students served by the applicant passed the selected assessment in both math and reading.</p> <p>3) M - The applicant provided evidence that at least 50% of disadvantaged students served by the applicant passed the selected assessment in both math and reading; or at least 75% of disadvantaged students served by the applicant passed the selected assessment in either math or reading.</p> <p>2) A - The applicant provided evidence that fewer than 50% of disadvantaged students served by the applicant passed the selected assessment in math and reading; or at least 50% of disadvantaged students served by the applicant passed the selected assessment in either math or reading.</p> <p>1) F - The applicant did not provide evidence of academic improvement in growth or percent passing on the selected assessment among disadvantaged students.</p>
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	<p>Using the most recent data available, select the appropriate option below to demonstrate the quality of the applicant serving educationally disadvantaged students. 2 CFR §200.331 (b)(1) (15 Points) - Option C</p>	<p>4) E - The applicant has provided achievement results for disadvantaged students for all schools managed by CMO that clearly demonstrate strong academic achievement, including annual student performance on statewide assessment, student attendance and retention rates, student academic growth, and high school graduation rates if applicable over time, including the narrowing of the achievement gap; multiple measures to demonstrate student success presented and explained. The applicant should offer comparison of disadvantaged student achievement with surrounding public schools in the state or the state average to clearly indicate strong academic achievement.</p> <p>3) M - The applicant has provided achievement results for disadvantaged students for all schools managed by CMO that include statewide assessment data and one or two additional data points; minimal narrative to explain academic achievement presented in application; some comparison of disadvantaged student achievement data to other public schools in the state or the state average; minimal information about whether or not the achievement gap is being narrowed.</p> <p>2) A - Applicant has provided academic achievement results for disadvantaged students for some schools not all schools managed by CMO; data does not clearly show academic achievement or academic growth of students; the applicant has not provided a comparison against other public school disadvantaged student achievement data; narrative does not provide additional context of minimal data provided.</p> <p>1) F - The applicant has not provided evidence of academic improvement in growth or percent passing on the statewide assessment among disadvantaged students.</p>
5	<p>Define the geographical and demographic community the charter school will serve; provide the supporting data on how the applicant would address the needs of the defined community; and name community partners and how they will assist the planning and implementation of the school. (10 points)</p>	

a)	What are the distinctive characteristics of the target community?	<p>4) E - The applicant has provided evidence based on extensive research, such as area demographics, target student population data, crimes stats, and/or health data that defined the community and identified partners.</p> <p>3) M - The applicant has provided sufficient evidence of area demographics, target student population data, crimes stats, and/or health data that defined the community and partners.</p> <p>2) A - The applicant has provided little evidence of area demographics, target student population data, crimes stats, and/or health data that defined the community and partners.</p> <p>1) F - The applicant has not provided evidence that defined the community and partners.</p>
b)	What are the needs including academic needs of the community supported by data? What are the major challenges the charter school would face? What is the plan to address those challenges?	<p>4) E - The applicant has provided evidence based on extensive research, such as school academic data that defines the needs of the community.</p> <p>3) M - The applicant has provided sufficient evidence, such as school academic data that defined the needs of the community.</p> <p>2) A - The applicant has provided little evidence such as school academic data that defined the needs of the community.</p> <p>1) F - The applicant has not provided evidence that defined the needs of the community.</p>
c)	Who are the existing and potential community partners and how will be they involved in the planning and implementation of the school?	<p>4) E - The applicant has identified and developed relationships/partnership with community and neighborhood groups or associations. The applicant has provided evidence based on extensive research such as attendance, transportation, before and after school needs, parent participation, and target student population data that defines its challenges and their plan to address their challenges.</p> <p>3) M - The applicant has provided sufficient evidence such as attendance, transportation, before and after school needs, parent participation, and target student population data that defines its challenges and their plan to address their challenges.</p> <p>2) A - The applicant has provided little evidence such as attendance, transportation, before and after school needs, parent participation, and target student population data that defines its challenges and their plan to address their challenges.</p> <p>1) F - The applicant has not provided evidence that defines its challenges and their plan to address their challenges.</p>

D.	Governance – 30 points	Rating Description
1	Describe how the charter school will be governed and managed. An organizational structure chart shall be submitted.	<p>4) E - The governing body has developed an organizational structure. The reporting structure within the organization ensures the decisions and actions are in accordance with defined roles and responsibilities of the governing body. The succession plan and organizational structure are consistent throughout the organization.</p> <p>3) M - The governing body has developed an organizational structure. The reporting structure within the organization ensures the decisions and actions are in accordance with defined roles and responsibilities of the governing body.</p> <p>2) A - The governing body has developed an organizational structure, but it is poorly defined and lacks clarity.</p> <p>1) F - The governing body has not developed an organizational structure.</p>
2	Describe how the governing authority will create and monitor the strategic planning and implementation of the school using the logic model template provided.	<p>4) E - The governing body has developed a sustainable strategic plan in which ALL components are clearly aligned; activities and outcomes are reasonable and can be measured; resources are clearly defined and related to direct support of activities.</p> <p>3) M - The governing body has developed a strategic plan that has reasonable linkages and plausible connections for most components; outcomes are mixed; resources are not clearly related to or supportive of activities.</p> <p>2) A - The governing body has developed a strategic plan but lacks alignment; activities and outcomes are not reasonable/realistic; resources are not clearly related to or supportive of activities.</p> <p>1) F - There is no alignment between goals, inputs, activities, outputs, and outcomes; activities and outcomes cannot be measured.</p>

3	Describe the methods of evaluation; include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the above logic model that will produce quantitative and qualitative data by the end of the grant period.	<p>4) E - The logic model provided is clear and comprehensive, listing inputs, activities, outputs, and short- and long-term results of the project. The evaluation methods proposed are thorough, feasible, and appropriately aligned to the performance measures that are objective, measurable and clearly related to the intended outcomes of the project. The evaluation will produce high-quality quantitative and qualitative data by the end of the project and the applicant has provided examples of the data.</p> <p>3) M - The logic model provided is comprehensive; however not all the project's activities or outcomes are clear. The evaluation methods proposed are thorough and feasible. It is unclear or not explained how the evaluation methods align with the proposed performance measures. The evaluation will produce high-quality quantitative and qualitative data by the end of the project, but the applicant does not provide examples of the collected data.</p> <p>2) A - The logic model is not comprehensive, and the intended outcomes are unclear. The evaluation methods are unclear or not aligned to the performance measures. Performance measures are not appropriate for the proposed outcomes. The evaluation will not produce both quantitative and qualitative data, or the data produced will be of questionable relevance or quality.</p> <p>1) F - The logic model is not complete with missing elements. The evaluation methods are not described and or with information absent to evaluate the quality of the methods proposed.</p>
4	What is the succession plan for governing body members and key school leadership to sustain the school's mission?	<p>4) E - The governing body has a sound succession plan for governing board members and key school leaders who are advocates for the school's mission and improvement efforts. The plan has provided opportunities for professional growth for leaders to sustain the school's mission.</p> <p>3) M - The governing body has a sound succession plan for governing board members and key school leaders who are advocates for the school's mission and improvement efforts.</p> <p>2) A - The governing body has developed a succession plan for board members and key school leaders but lacks sustainability.</p> <p>1) F - The governing body has not developed or is at the beginning stage of developing a succession plan for board members and key school leaders.</p>

5	<p>What process is in place or will be in place for ensuring feedback and continuous improvement in the operation of the proposed project. (34 CFR 75.210(g)(2)(ii))</p>	<p>4) E - The applicant has provided a detailed plan on how they will receive and document feedback and collect outcome data to make improvements to the project. The plan will include a comprehensive list of what type of data they will collect (student performance data, attendance records, teacher evaluations, etc.), how they will receive and collect feedback and data, and how the project personnel will use data to make improvements. The applicant will explain how they will use a variety of data sources to gain real-time feedback and make course corrections to the project's processes and document lessons learned.</p> <p>3) M - The applicant has provided a plan on how they will receive and document feedback and collect outcome data to make improvements to the project. The plan lacks significant details about the steps to collect data feedback, the type of data and feedback collected, and how it will be analyzed and used to make adjustments to the proposed project. The applicant briefly explains how the data will be used to make course corrections to the project.</p> <p>2) A - The applicant has provided little information about their plan to collect, analyze, and use data and feedback for continuous improvement to their proposed project. It is unclear whether the applicant will use any real-time data to course correct the project.</p> <p>1) F - The applicant has provided no information about their plan to collect, analyze, and use data and feedback for continuous improvement to their proposed project. The applicant has provided no information about whether the applicant will use any real-time data to course correct the project.</p>
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6	Describe how the charter school that is considered a local educational agency under ARS§15-181 will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. ESEA, Title IV, Part C, Sec. 4303(f)(1)(A)(iii)(III)	<p>4) E - The applicant has provided responses demonstrating a clear understanding of the criterion requirements. The response not only addresses all of the factors, but also demonstrates alignment between what is proposed, how it will be carried out, and subsequent impact.</p> <p>3) M - The applicant has provided responses demonstrating an understanding of the criterion requirements. The response addresses all of the factors and demonstrates some alignment between what is proposed, how it will be carried out, and subsequent impact.</p> <p>2) A - The applicant has provided responses demonstrating a partial understanding of the criterion requirements. The response may address all of the factors but has provided inadequate and at times inconsistent information with regard to what is proposed, how it will be carried out, and subsequent impact.</p> <p>1) F - The applicant has provided responses demonstrating minimal understanding of the criterion requirements. The response does not address all of the factors, and/or demonstrates poor alignment between what is proposed, how it will be carried out, and subsequent impact.</p>
	Additional Question Option B - Freestanding or Expansion/Replication affiliated with in-state CMO	Rating Description
7	Describe how well the applicant meets the criteria of Academic Performance, Financial Performance, Operational Performance, and Compliance set forth by the authorizer.	<p>4) E - The applicant must meet the expectations* defined in the Compliance Criteria set forth by the authorizer. The applicant meets expectations of high-quality charter schools in the criteria of Academic Performance, Financial Performance, and Operational Performance set forth by the authorizer.</p> <p>3) M - The applicant must meet the expectations* defined the Compliance Criteria set forth by the authorizer. The applicant meets expectations of high-quality charter schools in two of the criteria of Academic Performance, Financial Performance, and Operational Performance set forth by the authorizer.</p> <p>2) A - The applicant must meet the expectations* defined in the Compliance Criteria set forth by the authorizer. The applicant meets expectations of high-quality charter schools in one of the criteria of Academic Performance, Financial Performance, and Operational Performance set forth by the authorizer.</p> <p>1) F - The applicant must meet the expectations defined in the Compliance Criteria set forth by the authorizer.</p>

		<p><i>*Meet the expectations is defined as 75 percent or more of the schools operated by the charter holder must have a minimum Overall Rating of “Meets Standard” in the most recent fiscal year presented on each school’s dashboard.</i></p>
	<p>Additional Question Option C - Freestanding or Expansion/Replication affiliated with out-of-state CMO</p>	<p>Rating Description</p>
7	<p>Describe the extent to which one or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation.</p>	<p>4) E - The applicant clearly states that no charter school has closed or been revoked by an authorizer for academic, financial mismanagement, or noncompliance reasons. Clear data with a narrative that show the number of schools the CMO has had approved and opened.</p> <p>3) M - The applicant discloses that a singular charter school has closed but includes a rationale as to why and lessons learned.</p> <p>2) A - The applicant has not provided clear evidence that no charter schools have been closed or revoked for academic, financial mismanagement, or noncompliance reasons. Narrative provided does not allow the reader to definitively conclude that no schools have closed. Or, applicant discloses that a singular school has closed but does not include a rationale as to why and lessons learned. Or, applicant discloses that multiple charter schools have closed or had their charter revoked and no adequate explanation is provided.</p> <p>1) F - Little to no information was provided for evaluation.</p>

8	Describe the extent to which one or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter.	<p>4) E - The applicant clearly states, with evidence, that they have had no significant financial issues supported by a summary of their current financial position or their most recent audit, nor issues in the areas of student safety, operational management, and compliance that could lead to revocation of the school's charter.</p> <p>3) M - The applicant states, with some evidence provided, that they have had minor financial issues supported by a summary explaining their minor financial issues and what the plan is to address them. The applicant clearly states that they have had no significant issues in the areas of student safety, operational management, and compliance that could lead to revocation of the school's charter.</p> <p>2) A - The applicant has had significant financial issues and explained in the narrative. A simple plan to address the issues was provided without detail or a status update. OR, the applicant provided little detail or data, so it is unclear whether the applicant has had any financial issues. The applicant clearly states that they have had no significant issues in the areas of student safety, operational management, and compliance that could lead to revocation of the school's charter.</p> <p>1) F - Little to no information was provided for evaluation.</p>
E.	Preference Points - Not Required -- 5 points	Rating Description

	Describe how the applicant will increase high school student academic achievement and graduation by participating in dual or concurrent enrollment programs or early college high schools.	<p>4) E - The applicant clearly states to offer dual or concurrent enrollment programs or early college high schools. The applicant explains how their curriculum addresses the needs of their students with a focus on disadvantaged students. The applicant also explains how they will continue to support educationally disadvantaged students to succeed in dual or concurrent enrollment programs or early college high schools.</p> <p>3) M - The applicant clearly states to offer dual or concurrent enrollment programs or early college high schools but with some explanations how their curriculum addresses the needs of their students with a focus on disadvantaged students. The applicant has provided some information how they will continue to support educationally disadvantaged students to succeed in dual or concurrent enrollment programs or early college high schools.</p> <p>2) A - The applicant clearly states to offer dual or concurrent enrollment programs or early college high schools but with little to no explanations how their curriculum addresses the needs of their students with a focus on disadvantaged students. The applicant has provided little to no information how they will continue to support educationally disadvantaged students to succeed in dual or concurrent enrollment programs or early college high schools.</p> <p>1) F - The applicant states to offer dual or concurrent enrollment programs or early college high schools</p>
F.	Leadership – 15 points	Rating Description

1	<p>What process is in place or will be in place to develop challenging curriculum, including supplemental curriculum aligned with the state standards that meets the unique needs of disadvantaged students?</p>	<p>4) E - The applicant has developed a system to create, implement, evaluate, and revise school curriculum, including supplemental curriculum aligned with the state standards based on clearly defined and measurable expectations for student learning. The system demonstrates a formalized process of alignment with the curriculum and the school's purpose with systematic and sustainable implementation across the school.</p> <p>3) M - The applicant has developed a system to create, implement, evaluate, and revise school curriculum, including supplemental curriculum aligned with the state standards based on clearly defined and measurable expectations for student learning. The system demonstrates evidence of alignment between the curriculum and the school's purpose with systematic implementation across the school.</p> <p>2) A - The applicant has developed a system to create, implement, evaluate, and revise school curriculum including supplemental curriculum aligned with the state standards. The system lacks cohesiveness or alignment with school's purpose.</p> <p>1) F - The applicant has not developed or is at the beginning stage of developing a system to create, implement, evaluate, and revise school curriculum, including supplemental curriculum aligned with the state standards based on clearly defined and measurable expectations for student learning.</p>
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2	<p>What process is in place or will be in place to design and implement instructional practices aligned with the curriculum to meet the unique needs of disadvantaged students?</p>	<p>4) E - The applicant has developed a system to design, implement, evaluate, and adjust instructional methodology that is proven, research-based, and reflective of best practices. The system demonstrates a formalized process of alignment with the curriculum and the school's purpose with systematic and sustainable implementation across the school.</p> <p>3) M - The applicant has developed a system to design, implement, evaluate, and adjust instructional methodology that is proven, research-based, and reflective of best practices. The system demonstrates evidence of alignment with the curriculum and the school's purpose with systematic implementation across the school.</p> <p>2) A - The applicant has developed a system to design, implement, evaluate, and adjust instructional methodology that is proven, research-based, and reflective of best practices. The system lacks alignment with the curriculum and school's purpose.</p> <p>1) F - The applicant has not yet developed or is at the beginning stage of developing a system to design, implement, evaluate, and adjust instructional methodology that is proven, research-based, and reflective of best practices.</p>
3	<p>What process is in place or will be in place to develop a comprehensive academic assessment system to measure the performance of disadvantaged students?</p>	<p>4) E - The applicant has developed a comprehensive academic assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology. The system demonstrates a formalized process to yield reliable, valid, and bias free information to assess student performance on expectations for student learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments.</p> <p>3) M - The applicant has developed a comprehensive academic assessment system based on clearly defined performance measures. The system demonstrates evidence of alignment with the curriculum and instructional practices.</p> <p>2) A - The applicant has developed an academic assessment system based on clearly defined performance measures. The system is not comprehensive nor aligned with the curriculum and instructional practices.</p> <p>1) F - The applicant has not developed or is at the beginning stage of developing a comprehensive academic assessment system based on clearly defined performance measures.</p>

4	What process is in place or will be in place to monitor and measure educator effectiveness?	<p>4) E - The applicant has developed a comprehensive framework for monitoring and measuring educator effectiveness. The framework is fair, flexible, and a research-based approach, incorporating multiple measurements of achievement with clearly defined expectations.</p> <p>3) M - The applicant has developed a framework for monitoring and measuring educator effectiveness that is fair, flexible, and a research-based approach to enhance and improve student learning.</p> <p>2) A - The applicant has developed a framework for monitoring and measuring educator effectiveness but lacks fairness, flexibility, and a research-based approach.</p> <p>1) F - The applicant has not developed or is at the beginning stage of designing a framework for monitoring and measuring educator effectiveness.</p>
5	What process is in place or will be in place to recruit, select, and hire quality educators?	<p>4) E - The applicant has developed a comprehensive system to recruit, select, and hire qualified educators to implement adopted curriculum and instructional practices effectively.</p> <p>3) M - The applicant has developed a system with recruiting strategies and criteria to select qualified educators.</p> <p>2) A - The applicant has developed an inadequate system that lacks recruiting strategies and criteria to select qualified educators.</p> <p>1) F - The applicant has not developed or is at the beginning stage of developing a system to recruit and select educators.</p>
G.	Budget Narrative	Rating Description
	A description of the eligible applicant's planned activities and expenditures of subgrant funds to support the activities of opening and preparing for the operation of new charter schools, or replicated high-quality charter schools, or expanding high-quality charter schools.	<p>4) E – Budget description provided details of how Planning and Implementation funds are to be spent including job descriptions and cost objectives with timelines.</p> <p>3) M – Budget description provided details of how Planning and Implementation funds are to be spent including job descriptions.</p> <p>2) A – Budget description provided few details of how Planning and Implementation funds are to be spent. Partial job descriptions are included.</p> <p>1) F – Budget application included only numbers. Job descriptions are not included.</p>